

Responsiveness to Instruction (RtI) Implementation: Core Instruction Evaluation Rubric

Instructions:

This document is designed to assist school-based educational staff in the self-evaluation of their core instructional program. This rubric should assist in the identification of features already in place as well as areas in need of improvement. These features are viewed as essential for core instruction (Tier I) implementation.

Use the following interpretive scale to indicate status for each item. If a feature's current status is a **2 or 1**, please rate the improvement priority for that feature and suggestions for improvement.

Current Status Scale:

1 = not in place

2= partially in place

3=fully in place

School: _____

Position: _____

Grade Level: _____

STRAND 1: Curriculum & Instruction <i>AREA 1: Curriculum – Literacy</i>	Current Status	Improvement Priority		
		High	Medium	Low
1) Is the core literacy curriculum based on a balanced literacy framework that addresses the 5 pillars: phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension? Comments:	1 2 3	2	1	0
2) Is there evidence that the curriculum is aligned with NC Standard Course of Study? Comments:	1 2 3	2	1	0
3) Is literacy taught within an uninterrupted 1.5 hour block? Comments:	1 2 3	2	1	0

Adapted from:

MN Response to Intervention Center

www.scred.k12.mn.us/RTI/RTIcontact.htm

and Chapel Hill Carrboro City Schools

RtI Core Evaluation Rubric

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STRAND 1: Curriculum & Instruction AREA 1: Curriculum – Literacy			Current Status	Improvement Priority High Medium Low		
4) Is writing taught through the Writer’s Workshop model? Comments:			1 2 3	2	1	0
				Suggestions:		
5) Is guided reading the model used in your literacy program? a. Does guided reading occur 3x a week for students on grade level? b. Does guided reading occur 5x a week for students performing below grade level? Comments:			1 2 3	2	1	0
				Suggestions		
6) Do teachers use flexible grouping during core instruction to maximize student performance? Comments:			1 2 3	2	1	0
				Suggestions:		
7) Is content curriculum (e.g., social studies and science) intentionally integrated with literacy skills and strategies regularly? Comments:			1 2 3	2	1	0
				Suggestions:		

STRAND 1: Curriculum & Instruction AREA 2: Instruction - Literacy		Current Status	Improvement Priority High Medium Low		
1) Is the PLC knowledgeable of research-based principles for effective instruction in the area of text comprehension instruction?		1 2 3	2	1	0
Comments:			Suggestions:		
2) Is the PLC knowledgeable of research-based principles for effective instruction in the area of word study and vocabulary development?		1 2 3	2	1	0
Comments:			Suggestions:		
3) Is the PLC knowledgeable of research-based principles for effective instruction in the area of phonics?		1 2 3	2	1	0
Comments:			Suggestions:		
4) Is the PLC knowledgeable of research-based principles for effective instruction in the area of fluency?		1 2 3	2	1	0
Comments:			Suggestions:		

STRAND 1: Curriculum & Instruction AREA 2: Instruction - Literacy		Current Status	Improvement Priority High Medium Low		
5) Is the PLC knowledgeable of research-based principles for effective instruction in the area of phonemic awareness (Grades K-3)? Comments:		1 2 3	2	1	0
			Suggestions:		
6) Is the PLC knowledgeable of research-based principles for effective instruction in writing? Comments:		1 2 3	2	1	0
			Suggestions:		
7) Does the teacher/or PLC receive targeted professional development in the best practices of literacy instruction? Comments:		1 2 3	2	1	0
			Suggestions:		
8) Does the teacher/or PLC receive appropriate and timely feedback and coaching support in best practices of literacy instruction? Comments:		1 2 3	2	1	0
			Suggestions		

STRAND 1: Curriculum & Instruction				Current Status	Improvement Priority		
AREA 2: Instruction - Literacy					High	Medium	Low
9) Does each of the daily lesson plans for literacy include differentiated instruction, resources, and assessment?				1 2 3	2	1	0
Comments:					Suggestions:		
STRAND 1: Curriculum & Instruction				Current Status	Improvement Priority		
AREA 3: Curriculum – Math					High	Medium	Low
1) Does the core math curriculum address the four domains of math: conceptual knowledge/number sense, arithmetic/skill fluency, problem solving, reasoning ability?				1 2 3	2	1	0
Comments:					Suggestions:		
2) Is the curriculum aligned with NC Standard Course of Study?				1 2 3	2	1	0
Comments:					Suggestions:		
3) Is math taught within an uninterrupted 1 hour block?				1 2 3	2	1	0
Comments:					Suggestions:		

STRAND 1: Curriculum & Instruction		Current Status			Improvement Priority		
AREA 3: Curriculum – Math					High	Medium	Low
4) Do teachers use flexible grouping during core instruction to maximize student performance? Comments:		1	2	3	2	1	0
					Suggestions:		
5) Is math instruction scheduled at the same time within grade levels and different times across grade levels to maximize use of resources? Comments:		1	2	3	2	1	0
					Suggestions:		
6) Please check the components below that are regularly part of your daily math lesson:							
<input type="checkbox"/> Daily Spiral Review <input type="checkbox"/> Visual Learning Animation/Visual Presentation <input type="checkbox"/> Interactive Learning <input type="checkbox"/> Visual Learning/Bridge <input type="checkbox"/> Centers <input type="checkbox"/> Quick Check <input type="checkbox"/> Literacy Links <input type="checkbox"/> Math Journals <input type="checkbox"/> Others							

STRAND 1: Curriculum & Instruction AREA 3: Curriculum – Math		Current Status	Improvement Priority High Medium Low		
7) Please check any of the following math instructional materials that are utilized regularly:					
<input type="checkbox"/> enVision materials (Grades K-5) <input type="checkbox"/> DPI Mathematics Resource/indicators notebook <input type="checkbox"/> Math Profiles <input type="checkbox"/> Marilyn Burns resources <input type="checkbox"/> enVision Diagnostic and Intervention Kit (Grades K-5) <input type="checkbox"/> PLC created center materials					
8) Please list all additional resources utilized regularly for math instruction (print & electronic):					
STRAND 1: Curriculum & Instruction AREA 4: Instruction - Math		Current Status	Improvement Priority High Medium Low		
1) Is the PLC knowledgeable of their essential skills for the math lessons?		1 2 3	2	1	0
Comments:			Suggestions:		
2) Is the PLC knowledgeable of research-based principles for effective instruction in math?		1 2 3	2	1	0
Comments:			Suggestions:		

STRAND 1: Curriculum & Instruction AREA 4: Instruction - Math		Current Status	Improvement Priority High Medium Low		
3) Is the PLC reviewing data from the common topic tests and planning re-teaching based on that data? Comments:		1 2 3	2	1	0
			Suggestions:		
4) Are hands-on center activities used to provide manipulative engagement for learners? Comments:		1 2 3	2	1	0
			Suggestions:		
5) Are daily formative assessments used to direct instruction for students? Comments:		1 2 3	2	1	0
			Suggestions:		
6) Is timely re-teaching and re-assessment part of the process for learners who do not show mastery? Comments:		1 2 3	2	1	0
			Suggestions:		

STRAND 1: Curriculum & Instruction		Current Status			Improvement Priority		
AREA 4: Instruction - Math					High	Medium	Low
7) Do teachers receive feedback on general principles of effective instruction such as high rates of engagement, frequent positive feedback, immediate error correction, opportunities for students to make active responses?		1	2	3	2	1	0
Comments:					Suggestions:		
8) Does each of the daily lesson plans for math include differentiated instruction, resources, and assessment?		1	2	3	2	1	0
Comments:					Suggestions:		
STRAND 2: Problem Solving & System Supports		Current Status			Improvement Priority		
Area 1. School wide Organization					High	Medium	Low
1) Does each grade level have a <u>common</u> daily block dedicated to intervention/extension?		1	2	3	2	1	0
Comments:					Suggestions:		
2) Is the school schedule arranged in such a way that grade level teaching teams can meet to discuss student progress and instructional changes on a weekly basis?		1	2	3	2	1	0
Comments:					Suggestions:		

STRAND 2: Problem Solving & System Supports <i>Area 1. School wide Organization</i>	Current Status	Improvement Priority		
		High	Medium	Low
3) Resources are allocated to grade levels based on student needs (e.g. teams with more needs have more resources)? Comments:	1 2 3	2	1	0
		Suggestions:		
4) Does the schedule facilitate the highest qualified professional working regularly with the most fragile learners? Comments:	1 2 3	2	1	0
		Suggestions:		
5) Are teaching assistants (TAs) provided opportunities for professional development on the core curriculum? Comments:	1 2 3	2	1	0
		Suggestions:		
General Comments:				